

# Department of Education and Children

*Rheynn Ynsee as Paitchyn*

## Reading Moderation Visit

School: Marown

Key Stage: One and Two

Levels Moderated: 1a (from Y1 and Y2) 3c (from Y3 and Y4) 4a (from Y5 and Y6)

Date: 21st April 2015

Focus of visit:

redacted observed 6 guided reading sessions from each year in KS1 and KS2. These sessions were moderated against the Isle of Man Level Descriptors for Reading and judgements were discussed with the class teachers and head teacher.

Group 1 - Year 1

This group was assessed by the school as level 1a . Moderator agreed with the teacher. See additional notes

Group 2- Year 2

This group was assessed by the school as level 1a . Moderator agreed with the teacher. See additional notes

Group 3 - Year 3

This group was assessed by the school as level 3c . Moderator agreed with the teacher. See additional notes

Group 4 - Year 4

This group was assessed by the school as level 3c . Moderator agreed with the teacher. See additional notes

Group 5 - Year 5

This group was assessed by the school as working at 4a. Moderator agreed that they are working at 4a. See additional notes.

Group 6 - Year 6

This group was assessed by the school as working at 4a. Moderator agreed with the teacher that the group are working at 4a. See additional notes.

General Commentary

- ✓All levels were accurate
- ✓Discussion with staff showed they were aware of the AFS and staff knew the children's strengths and weaknesses, being able to say which AFS they still needed to work on.
- ✓The sessions were linked to the AFs and tracking sheets were being used throughout the school.
- ✓School is using Bench Mark/running records.
- ✓Teachers were keeping some good examples of evidence from follow up tasks to back up judgements in all Afs.
- ✓Reading has been a school priority in the last academic year.

Recommendations

- ★Ensure guided sessions are not just opportunities to hear children read (AF1) but include a variety of activities (e.g. hot-seating, drama, paired work, use of white boards/post its for children to record ideas) to help you meet your objectives for AFs 2-7 and so children can show their response to texts in a fun and active way. If your focus isn't AF1 you could have a whole session where the children don't actually read at all but simply engage in a discussion, find evidence of an opinion or do some drama.
- ★Develop the range of evidence - don't just use the sessions and the follow ups as your evidence base. Use drama, responses to class novels, work from history e.g. when reading a first hand source etc.
- ★Develop further opportunities to share practice.

<p>AF1 Letters and Sounds Working at Phase 5</p> <p>√</p>	<p>AF1 Book Bands Turquoise</p> <p>√</p>	<p>AF1 Fluency Reads short sentences with fluency. Beginning to read longer sentences with fluency. May include expression</p> <p>√</p>	<p>AF1 Word identification Reads a range of familiar words and longer sentences independently. Relies mainly on phonic strategies</p> <p>√</p>	<p>AF1 Punctuation Shows an emerging knowledge of simple punctuation, but does not always respond correctly</p> <p>n/a</p>	<p>AF1 Whole text strategies Uses illustrations/text features to confirm and enhance meaning and to make predictions</p> <p>√</p>
<p>Evidence from FSP was submitted and along with teacher notes confirmed that the group were working securely with in Phase 5.</p> <p>Children were reading Turquoise books confidently.</p> <p>Evidence was presented that the children were able to read a range of short sentences fluently. The session I observed had a focus of reading longer sentences more fluently. Two of the five children were able to do this fluently. This was also evidenced in assessment notes and is an on going focus for the group.</p> <p>The session primarily focused on whole text strategies of using illustrations. All of the children were able to make reasoned and secure predictions from the front cover and were able to use the pictures to aid their fluency and understanding with various amounts of support from the teacher.</p> <p><b>redact</b> – encouraged to use the pictures to support his phonic knowledge and was able to do so with support and encouragement from the teacher.</p> <p><b>redacted</b> - was able to answer a lot of questions well during the session. Her phonic strategies are secure and she was fluent when reading longer sentences. She used the pictures when prompted by the teacher.</p> <p><b>redact</b> – fluent and did not need or use the pictures.</p> <p><b>redacted</b> less fluent, however she was able to decode well and used pictures to answer questions that were previously posed.</p> <p><b>red</b> – Fluent and independent</p> <p>I can confirm that all the group were reading at Level 1a and as discussed with the teacher two are almost ready to move to a 2c. Thank you for welcoming me into your session today.</p>					<p>AF 2 &amp; 3</p> <p>Is beginning to retell a simple story when supported by the teacher. Engages well with the text e.g. responds to humour. Can make simple predictions when supported by the teacher</p>
					<p>AF 4</p>
					<p>AF 5</p>
					<p>AF 6</p>
					<p>AF 7</p>

AF1 Letters and Sounds Working at Phase 5	AF1 Book Bands Turquoise	AF1 Fluency Reads short sentences with fluency. ✓ Beginning to read longer sentences with fluency. ✓ May include expression ✓	AF1 Word identification Reads a range of familiar words and longer sentences independently. Relies mainly on phonic strategies ✓	AF1 Punctuation Shows an emerging knowledge of simple punctuation, but does not always respond correctly ✓	AF1 Whole text strategies Uses illustrations/text features to confirm and enhance meaning and to make predictions
✓	✓				✓
<p>Evidence sheets were provided along with Benchmark evidence and Key Word assessments. Follow up tasks were linked to AF and were evidenced in books.</p> <p>The focus of the session was to use expression when reading. All the children identified that this could also include a change of voice when a character is speaking. They knew to look for speech marks to indicate this.</p> <p><b>reda</b> – read fluently at this level and attempted to add expression in the correct places and was able to recognise speech marks.</p> <p><b>redac</b> – read fluently at this level and had an over all good use of all punctuation when reading.</p> <p><b>reda</b> – read fluently at this level and tried hard to include expression. She was able to self correct when she noticed the speech marks.</p> <p><b>redact</b> – read fluently at this level and was keen to show his use of expression.</p> <p><b>red</b> – read fluently at this level but was a little slower and less confident at doing so. His contributions to discussion indicated that he was working with in the level of the rest of the group.</p> <p>All the children made plausible predictions based on both the use of the pictures and their own experiences of losing teeth. They were all able to explain their ideas and the links to their own knowledge.</p> <p>✓ - Evidence provided either in the session or in assessment documentation.</p> <p>Thank you for welcoming me into your classroom today. I enjoyed the session. I agree this level as a 1a. Josh was not as fluent as the others in the group but is well placed with in it.</p>					<p>AF 2 &amp; 3 Is beginning to retell a simple story when supported by the teacher. Engages well with the text e.g. responds to humour. Can make simple predictions when supported by the teacher ✓</p>
					AF 4
					AF 5
					AF 6
					AF 7

Reading Assessment Descriptors Level 3C

<p><b>AF1 Fluency</b> Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. √</p>	<p><b>AF1 Word identification</b> Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. √</p>	<p><b>AF1 Punctuation</b> Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. N/A</p>	<p><b>AF1 Whole text strategies</b> Is becoming efficient in using a range of strategies e.g. anticipation of the next word; self-correction; rereading; reading on; slowing down and sub vocalising when encountering difficult texts and using knowledge. √</p>
<p>Evidence provided in the form of whole school assessment sheets. Evidence included Benchmark assessment.</p> <p>Both boys read fluently, on occasion they required some teacher assistance with some unfamiliar phonics such as 'cell'.</p> <p>Evidence of Af2 was provided at the beginning of the session when the boys were discussing with the teacher the follow up task from the previous week. They recalled some key ideas from the previous text and discussed the actions of the characters.</p>			<p><b>AF 2 &amp; 3</b> Can retell the main ideas or events proving some relevant detail when asked and referring to the text to explain the meaning. Can discuss characters and their qualities.</p>
<p>The main focus of the session was AF4 and use of Non fiction features. <b>redacted</b> was able to explain well what a Glossary was and how he might use it effectively. <b>redacted</b> located and explained the contents pages as well as identifying areas of interest for himself. <b>redacted</b> located information about microscopes using the index. <b>redacted</b> located information about sweat using the index. Both children were confident finding their way around a non fiction text. <b>redacted</b> was particularly confident moving between the glossary and the page that he was interested in. <b>redacted</b> also used this feature well.</p> <p>Both boys were able to use their knowledge of a glossary to gain further understanding of the text.</p> <p>The follow up task that was set will provide evidence for AF6 when completed.</p>			<p><b>AF 4.</b> (N)Is beginning to discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, story board. (NN) Is beginning to locate info by using organisational features e.g. heading, index, fact boxes etc.</p> <p><b>AF 5.</b> Is beginning to identify, from within a text, examples of words or literary features (e.g. alliteration) chosen by the author to create a specific effect N/A</p>
<p>Thank you for sharing your practice with me today. I enjoyed the session. I agree this level as a 3c</p>			<p><b>AF 6</b> Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text. √</p> <p><b>AF 7.</b> Is beginning to show an awareness of genre and literary traditions  N/A</p>

(N) Narrative

<p>AF1 Fluency                  Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. ✓</p>	<p>AF1 Word identification                  Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. ✓</p>	<p>AF1 Punctuation                  Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. ✓ - Yes but still needs consolidation.</p>	<p>AF1 Whole text strategies                  Is becoming efficient in using a range of strategies e.g. anticipation of the next word; self-correction; rereading; reading on; slowing down and sub vocalising when encountering difficult texts and using knowledge ??</p>
<p><b>Text – The Dangerous Plant</b></p> <p>AF 1 - Children read fluently and generally accurately, they were able to decode unfamiliar words independently. It was evident that the children are mostly secure in their word identification strategies. The focus today was on using punctuation to enhance meaning. They were all able to identify the different punctuation but are not yet really secure at using it to <i>enhance</i> meaning - getting there but not confident. They could tell you what they had to do with their voice but weren't always doing it! Whole text strategies still need a little work too. They aren't routinely self-correcting or re-reading. Keep reflecting back to them sentences they misread - can they identify what their error was? The running records support a 3c judgement in AF1 for most if the group (Not redact - see below). Overall a 3C for AF1 is agreed but there is still some work to do.</p> <p>The session was planned using AFs and had a clear focus. red shared her assessment sheet/tracker with me. It identified progress through the Assessment Focus areas. She also showed work from follow up tasks. These provided evidence for the AFs not seen today. In future it might be helpful to mark the AF on the follow up task so children know what they are working on and staff can find evidence for each AF easily. red knew her children well and explained why one boy, whilst not at the same level as the others overall, is working with the group to develop his inference.</p> <p>I agree that these children have achieved level 3c, apart from Harry who has achieved a 2b and is starting to work on 2a. Overall, there is still some consolidation needed by everyone in the group before moving on to a 3b.</p> <p>Thank you.</p>			<p><b>AF 2 &amp; 3</b>                  Can retell the main ideas or events proving some relevant detail when asked and referring to the text to explain the meaning. Can discuss characters and their qualities. (Not seen during session)</p> <p><b>AF 4.</b>                  (N)Is beginning to discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, and storyboard. (NN) Is beginning to locate info by using organisational features e.g. heading, index, fact boxes etc. (Not seen during session)</p> <p><b>AF 5.</b>                  Is beginning to identify, from within a text, examples of words or literary features (e.g. alliteration) chosen by the author to create a specific effect (Not seen during session)</p> <p><b>AF 6</b>                  Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text. (Not seen during session)</p> <p><b>AF 7.</b>                  Is beginning to show an awareness of genre and literary traditions (Not seen during session)</p>

(NN) Non-narrative



<p><b>AF 2 &amp; 3</b>                  Explores underlying themes and ideas confidently and continues to make clear references to text. ✓                  Continues to deduce and infer by drawing on implicit information within a text ✓</p>	<p><b>AF 4</b>                  N – Can confidently and consistently identify and discuss significant ✓ or pivotal moments in a text.</p>	<p><b>AF 5</b>                  Explains how the way in which words are used to create a specific effect on a reader (Not seen during session)</p>	<p><b>AF6</b>                  In responding to a text, displays an understanding of an author’s intentions or point of view ✓ (Some limited evidence of this in preparation for follow up tasks)</p>	<p><b>AF 7</b>                  Can categorise a text into a correct genre and demonstrate the ability to identify features of the genre using evidence from the text.                  Can place a text within it’s social, cultural and historical context.                  (Not seen during session)</p>
--	---	--	---	--

Text - “I was a rat”

A great start where the teacher shared the focus of the session with the children. They were very enthusiastic.

AF2/3 - The focus of the session was on finding evidence in the text to back up their ideas. At the start of the session this was linked to finding evidence in the text to back up ideas about characters. They had all completed “double-bubbles” to show their ideas about the characters and began the session by going back through the book to find evidence for their opinions. They were all able to do this e.g. “Joan and Bob are welcoming because on p9 it says they feed him,” “They are caring because on p18 it says they want him to have good manners and they aren’t going to let him be messy.” One of the boys was also able to deduce that the orphanage wasn’t a nice place by referencing the description in the text. They then began to make predictions inferring from what they had read what might be going to happen. They were all good at picking up on hints and clues in the text and re praised them for doing so.

AF 4 - They were able to identify significant events. reda realised that the boy had tried to eat the bed and they were all able identify actions/events that supported he was a rat.

AF6 - The follow up task looked at the newspaper sections and focussed on why the author was using them. The completed tasks will provide more detailed evidence of this AF but the group were already discussing the idea that they provide some backstory and might sometimes be a little inaccurate. There should be a really good discussion about this at the start of the next session.

red knows the group well. She was able to show me pieces of work from follow up tasks to evidence the AFs not seen and shared her tracker with dates for achievement of the different statements. There was a good range of follow up activities covering the AFs and therefore she was able to back up her judgements. I liked that the follow up tasks were clearly linked to the AFs. Evidence was well organised.

I agree that the children are achieving at a 4a. redac is slightly stronger. Aim to get at least some of the group to a 5c by the end of the year - it is achievable. I enjoyed this session. Thank you.

Moderation Observation - Year 6 Teacher – redacted Date – 21/4/12  
 Reading Assessment Descriptors –Level 4a

<p><b>AF 2 &amp; 3</b>                  Explores underlying themes and ideas confidently and continues to make clear references to text. ✓                  Continues to deduce and infer by drawing on implicit information within a text ✓</p>	<p><b>AF 4</b>                  N – Can confidently and consistently identify and discuss significant or pivotal moments in a text. (Not seen during session)</p>	<p><b>AF 5</b>                  Explains how the way in which words are used to create a specific effect on a reader (Not seen during session)</p>	<p><b>AF6</b>                  In responding to a text, displays an understanding of an author’s intentions or point of view ✓                  5c                  Can express clearly and confidently what they liked and disliked about a text ✓</p>	<p><b>AF 7</b>                  Can categorise a text into a correct genre ✓ and demonstrate the ability to identify features of the genre using evidence from the text.                  Can place a text within it’s social, cultural and historical context. ✓</p>
--	---	--	---	---



Text - "Line of fire" and "Mr Stink"

AF2/3 - Most of the group were able to explore ideas from the book and make clear references to the text when talking about incidents e.g. "The last sentence in the blurb made me think it would be a happy book," finding phrases and words that emphasised how much he stank - "He made your nose wrinkle." There was also evidence of inference and deduction from some members e.g. Illiam deduced that mum wasn't a particularly nice character but maybe a bit snobby one from the information that she wouldn't let her daughter talk to the children from the council estate, Lilly was able to work out that Mr Stink was actually a kind character because he thought about the girl/ other people.

AF 4 - There was no evidence of the 4a AF4 statement in today's session bit they did show that they are beginning to assess the impact of presentational features when making critical judgements, something which is a 5c. They were able to talk about how the pictures and short chapters helped or hindered their enjoyment of the diary.

AF6 - During the introduction the children were able express what they liked /disliked about the book and could refer to sections or events to support their view e.g. "I like that it was set in WW1 and that it was a diary." "I liked it apart from at the end where it rambled and the same things kept happening again and again." This is evidence of some limited achievement at 5c. Whilst reading Mr Stink, time was taken to pause and discuss what the author's intention had been when using particular phrases e.g. "What does David Walliams mean when he says the man was 'lonely in his soul'?" Through group discussion they were able to explain that he wanted the reader to know that Mr Stink wasn't just sad on one day but all the time. possibly even depressed. They were also able to identify, after reading the description, that the author wanted you to be clear about the fact that he really stank. They were able to identify what the author was trying to do.

AF 7 - The introduction also provided evidence of the children being able to categorise a text into a correct genre and place a text within it's social, cultural and historical context. No evidence seen today of identifying features of a genre.

red was able to show her tracker and follow up tasks to provide evidence of the AFS not seen today. She knew the children well. I liked that the follow up tasks were clearly linked to the AFs as this helps gather evidence for all AFs. The children were clearly good readers who were happy to share their opinions about texts.

I agree that the children are working at a Level 4a with some members beginning work on 5c. Some children need a bit more evidence to show they have achieved a particular statement within 4a (e.g. the AF4 and 5 statements) but all have achieved enough statements for it to be said they've achieved a 4a. The only exception to this is redact who has just joined the group, and who is working at 4b. Alongside "plugging the gaps" in 4a, you can now start to work on further 5c statements. I hope you found the session useful - thank you.